

Methods of Social Science/Historical Thinking

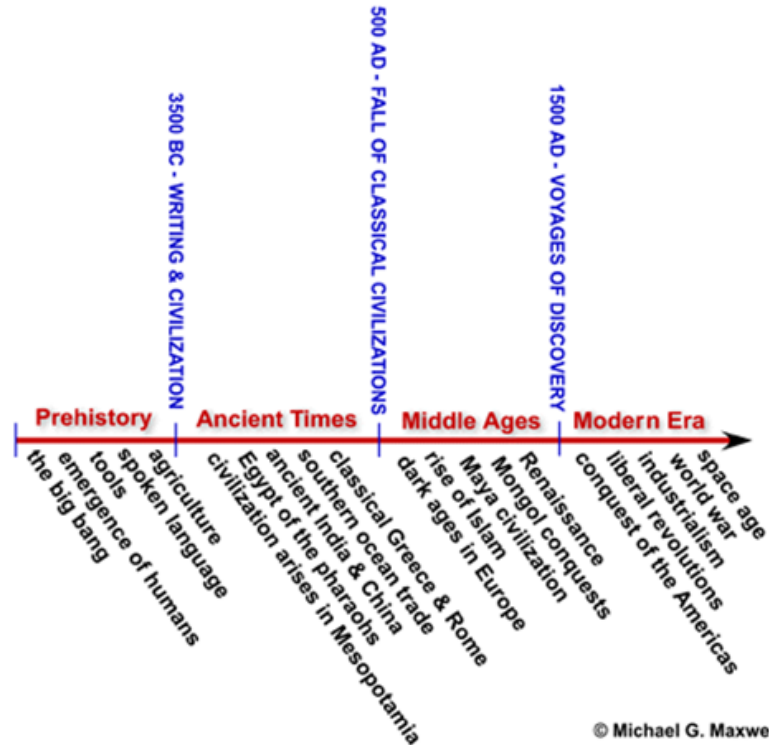
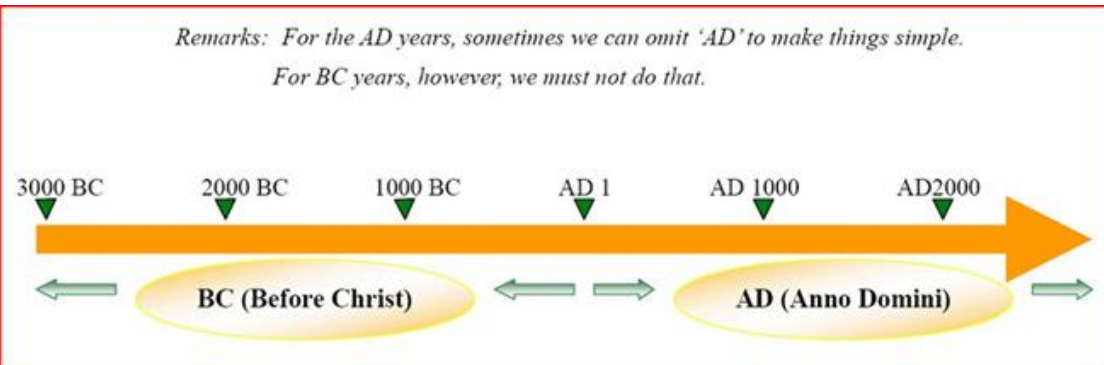
Culture	
Cultural Diffusion	
Geography & Geographer	
Archeology & Archeologist	
Economics & Economist	
Politics & Political Scientist	
Technology	
B.C./ B.C.E. & A.D./C.E.	
Decade & Century	
Historical Context	
Geographic Context	
Primary Source	
Secondary Source	
Enduring Issue	
Bias	
Point of View	
Purpose/Agenda	
Audience	
Reliability	

Beginning Fundamentals

Time Management:

- Decade: a period of 10 years
- Century: a period of 100 years (i.e. 15th century = 1400s)
- **Millennium**=1,000 years (3rd Millennium was Jan 1, 2001)
- B.C.: the time Before Christ on a timeline
- B.C.E.: Before Common Era, replaces B.C.
- A.D.: Anno Domini, In the Year of our Lord
- C.E. Common Era, replaces A.D.

Four eras of history



Constructed Response Questions (CRQs)

Understanding the CRQ

Questions 1, 2, and 3 of CRQ

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Each examination will include two CRQs: one Cause-and-Effect and EITHER a Turning Point OR a Similarity/Difference CRQ.

Question 1

- **Historical Context**—refers to the historical circumstances that led to this event/idea/historical development.
- **Geographic Context**—refers to where this historical development/event is taking place and why it is taking place there.

The response to the context question will not usually come directly from the document, but it will be related to information in the document.

Question 2

- **Reliability**—is determined by how accurate and useful the information found in a source is for a specific purpose.

The question will always be about reliability, but the structure and intent of the question will vary. The question is intentionally designed to align with the specific source provided.

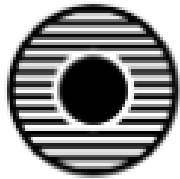
Question 3—Causation

- **Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.
- **Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

The response will need to identify and explain a cause-and-effect relationship using evidence from *both* documents 1 and 2. The explanation should make clear what the cause is and what the effect is.

Contextualize (v.)

the act of describing where an event took place, what led to it, and why



Contextualize

To contextualize an event historians try to answer these questions:

When did it happen?	Where did it happen?
What led to it?	Why did it happen when and where it took place?

Historical vs. Geographic Context



Contextualize



Connect Cause
and Effect



Think Like a
Geographer

We can divide context into **historical circumstances** and **geography**, though the two types of context are almost always related to one another. These two types of context demonstrate that to **Contextualize** an event you must **Connect Cause and Effect** and **Think Like a Geographer**.

Historical Circumstances (Historical Context)	Geography (Geographic Context)
the events that led to an event; includes the time period and larger historical trends as well as causes When did it happen? What time period was it? What were the characteristics of that time period? What led to it? Who was involved? What were those people like? Why were they involved?	where a historical event took place and why it took place there; includes location, location relative to other places, geographic features, and climate Where did it happen? What geographic features were nearby? How did those features affect how it happened? What political region did it take place in? What regions were nearby? What was the relationship between those regions?

Geographic Context

- Where did something happened and why there?
- How did the “where” influence what happened?

Historical Context

- What was happening at the time the source/document/event was created?
- How did the context influence the source/document/event as a result?

Enduring Issue Essay

PART 3—EXTENDED ESSAY

An enduring issue is an issue that exists across time. It is one that many societies have attempted to address with varying degrees of success.

In your essay

- Identify and define an enduring issue raised by this set of documents.
- Using your knowledge of Social Studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

Be sure to

- Identify the issue based on a historically accurate interpretation of three documents.
- Define the issue using evidence from at least three documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or been affected by people
 - How the issue has continued to be an issue or changed over time
- Include outside information from your knowledge of social studies and evidence from the documents.

What is an enduring issue?

ENDURING

+

ISSUE

continuing or long-lasting

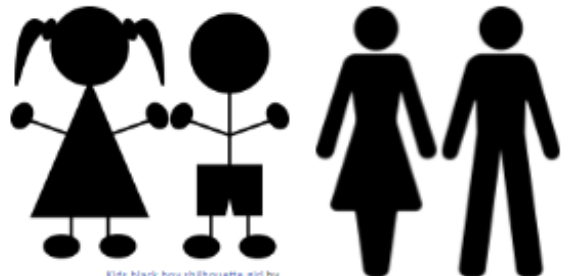
A challenge or problem for debate or discussion

Enduring Issue

a challenge or problem that has been debated or discussed across time

We encounter enduring issues everyday and people have been dealing with them throughout history. They are enduring because they are difficult to solve and come up frequently. Examine the two examples below.

Enduring Issue: Zak and Sara do not like to share



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[Male image](#) and [Female image](#) are courtesy of
[openclipart.org](#) and are in the public domain

Zak and Sara are brother and sister. When they were kids, they hated sharing with one another. As a result, their parents bought them separate toys. If Zak got a toy truck and Sara wanted to use it, he would run away and hide it and Sara would complain to their parents until they bought her one of her own.

Now, as adults, they still won't share. If Zak needs to borrow Sara's truck to help with some yard work, she refuses. If Sara needs a ride to the airport Zak won't take her.

Enduring Issues: War is used to Gain Power

Dates	Event
600-265 BCE	Greek-Punic Wars
475-221 BCE	Warring States Period in China
59-45 BCE	Caesar's Civil War in Rome
1223-1241	Mongol invasion of Europe
1792-1802	French Revolution
1798	Peasants War
1914-1918	World War I
1939-1945	World War II
2015-present	War in Afghanistan

1. What makes Zak and Sara's inability to share an *enduring issue*?

2. What makes the use of war to gain power an *enduring issue*?

Enduring Issues are HISTORICALLY SIGNIFICANT. What is historical significance?

We encounter enduring issues in our own lives and see evidence of enduring issues in the world around us. All of the enduring issues we observe are significant, or important, in one way or another. In Global History, we study those issues that have endured and are *historically significant*. To prove that something is historically significant one needs to show that it affected a lot of people and had long-lasting effects.

Something is **SIGNIFICANT** if it is **IMPORTANT**.

Something is **HISTORICALLY SIGNIFICANT** if it...

- affected **a lot** of people.
- had **long-lasting** effects.

3. Based on the definition above, which one of the examples of enduring issues from the previous activity, is historically significant? Zak and Sara's inability to share or the use of violence to gain power? Explain.

Four Tips for Identifying an Enduring Issue

1

Base your issue on evidence.

You will need to support your choice of enduring issue with evidence from documents or topics you have learned in class, so instead of choosing an issue that you like to write about and trying to find evidence for it, look for evidence of challenges or problems, then identify an issue based on what you find.

3

Be as specific as possible.

Instead of choosing “conflict,” try identifying an enduring issue like “conflict between ethnic groups” or “civil wars.”

2

Do not stick to the list.

If you see evidence of an enduring issue in a set of documents or topics you have learned in class that is not on the list, then choose that one. Do not limit yourself to the list. For example, “hatred,” and “pollution” are not on the list, but are enduring issues.

4

Identify causes and/or effects

Instead of choosing an issue like “conflict,” identify what causes conflict like “conflict caused by competition over resources” or try identifying the effects of an enduring issue. For example, you could write, “conflict has led to human rights violations.”

Planning for the Global History & Geography Regents Enduring Issues Essay

Step 1—Examine the Documents: What enduring issues exist in these documents?

Doc. 1	
Doc. 2	
Doc. 3	
Doc. 4	
Doc. 5	

Step 2—Choose an Issue: Decide on an issue to write about that is supported by at least three documents.

The enduring issue I will write about is:

This issue is supported by the following documents:

Document	Document	Document	Document	Document
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 3—Brainstorm Information for Your Essay

Use info from at least three documents to define the issue.

Argue Significance: How has this issue affected people or been affected by people?

Argue Significance: How has this issue continued to be an issue or changed over time?

Supporting information from the documents (note document #):

Supporting information from my knowledge of social studies:

Supporting information from the documents (note document #):

Supporting information from my knowledge of social studies:

Suggested Enduring Issues Essay Outline and Checklist

→ **Directions:** Use the outline below to help you structure your enduring issues essay and check off each component as you complete it.

Introduction

Component	Check List
DEFINE ENDURING ISSUE	<input type="checkbox"/> Identifies the enduring issue
	<input type="checkbox"/> Describes the enduring issue
THESIS, CLAIM	<input type="checkbox"/> States a claim that argues why the enduring issue is significant
THESIS, EXAMPLES	<input type="checkbox"/> Identifies the examples discussed in the essay that the enduring has endured and is significant

Body Paragraphs

	BP1	BP2	BP3	
TOPIC SENTENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies an example of the enduring issue in history
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the historical and geographic context of the example
CONTEXT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Describes where it took place
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Identifies when it took place
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Identifies who was involved
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Describes how it happened
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Explains why the historical and geographic context contributed to it
ARGUMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes how people were affected by the enduring issue or how people affected it in the example
CONCLUDING SENTENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summarizes how the enduring issue affected people or was affected by people in the examples from history
OTHER COMPONENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses words and phrases to connect cause and effect
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Includes reference to at least <u>one</u> document
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Includes outside information

Conclusion

RESTATE THESIS	<input type="checkbox"/>	Restates thesis.
CHANGE AND CONTINUITY	<input type="checkbox"/>	Explains how the issue has continued to be an issue and has changed over time with reference to the examples in the essay and additional modern-day examples
EXPLAIN	<input type="checkbox"/>	Explains why the issue is significant and has endured
OTHER COMPONENTS	<input type="checkbox"/>	Uses words and phrases to connect cause and effect
	<input type="checkbox"/>	Includes outside information

What Enduring Issues are there in Global History?

There are MANY enduring issues in Global History that you will discover over during this course, but only nine that you will return to repeatedly throughout.

Use the list below to complete the activity that follows.



Conflict

Conflict is a serious disagreement or argument. There can be conflict between individuals, groups of people, and even nations.



Desire for Power

Power is the influence or control over the behavior of people and it is a part of every human interaction. You can see the effects of power in your relationships with your family and friends, and in schools, sports, business, and government.



Inequity

Inequity is a lack of fairness or justice. When there is inequity, one person or group of people do not have as much power or opportunity as others.



Need for and Impact of Innovation

An **innovation** is a new method of addressing a problem. Innovations have positive and negative impacts. A new method used to address a problem.



Impact of Interconnectedness

Interconnectedness is the state of having connections or relationships with other people. For example, the more people you know from a neighborhood, the more interconnected you are with it.



Impact of Ideas and Beliefs

Our **ideas and beliefs** shape the way we look at the world. Ideas and beliefs can come from one's conclusions from observation, religion, parents, books, or friends.



Environmental Impact

Our **environment** is the area around us in which we live. We are affected by our environment and we have an effect on it. This is true of your local environment (your home, your classroom, and your neighborhood) and the larger environment (your state, your country, and the world).



Scarcity

Scarcity is the state of not having enough of something. Everything we use in our daily life comes from the Earth and there is a limited supply of resources on this planet. Some places have access to more water than others, some have access to oil. Since resources are scarce, we trade for them.



Population Growth

Population growth occurs when more people are born than die and for most of global history, the number of people on Earth has increased.

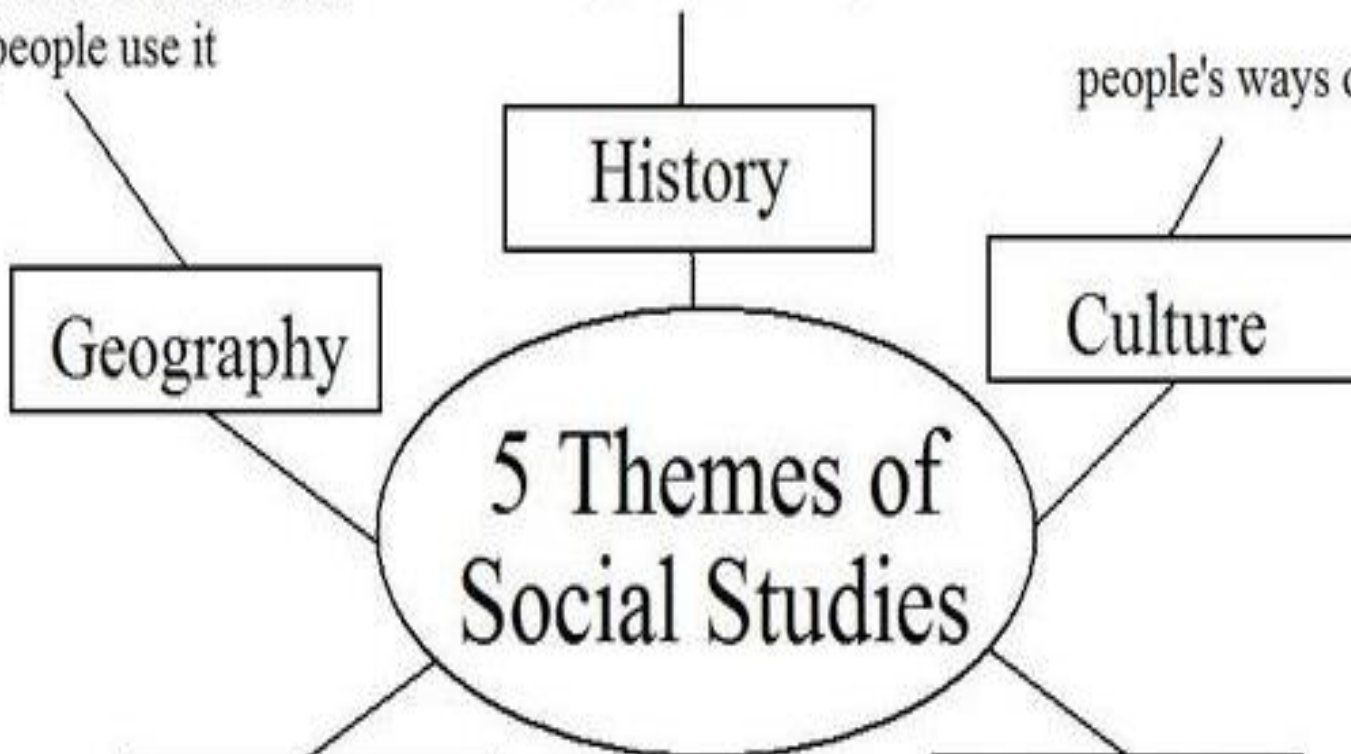
NYS Enduring Issues Essay Rubric Separated By Category

	5	4	3	2	1
Identify and Define Enduring Issue	Clearly identifies and accurately defines one enduring issue raised in at least three documents	Identifies and accurately defines one enduring issue raised in at least three documents	Identifies and defines one enduring issue raised in at least 3 documents. May include minor inaccuracies	Identifies, but does not clearly define, one enduring issue raised in the set of documents; may include errors	Identifies, but does not define, one enduring issue raised by the documents
Argument: Significance of Enduring Issue and Continuity or Change Over Time	Develops an even, thoughtful and in depth argument about how an enduring issue has affected people or has been affected by them and how the issue continues to be an issue or has changed over time	Develops a thoughtful argument in some depth about how an enduring issue has affected people or has been affected by them and how the issue continues to be an issue or has changed over time OR develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other	Develops both aspects of the argument in little depth or develops only one aspect of the argument in some depth	Minimally develops both aspects of the argument or develops one aspect of the argument in little depth	Minimally develops one aspect of the argument
Analysis	Is more analytical than descriptive (analyzes, evaluates and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates and/or creates information)	Is more descriptive than analytical (applies, may analyze and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated application or analysis.	Is descriptive; may lack understanding, application, or analysis
Evidence: Documents	Richly supports the task by incorporating substantial relevant evidence that includes facts, examples, and details from at least three of the documents	Supports the task by incorporating relevant evidence that includes facts, examples, and details from at least three documents	Incorporates some relevant evidence that includes facts, examples, and details from the docs; may include minor inaccuracies	Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents; may include inaccuracies.	Makes some vague, unclear references to the documents and includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies.
Evidence: Outside Information	Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details	Supports the task by incorporating relevant outside information that includes facts, examples and details	Incorporates limited relevant outside information that includes facts, examples, and details; may include minor inaccuracies	Presents little or no relevant outside information; may include some inaccuracies	Presents no relevant outside information
Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion	Demonstrates a logical and clear path of organization; includes an introduction and a conclusion	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction and a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion.

the study of Earth's surface and
the way people use it

what happened in the past

people's ways of life



Geography

History

Culture

Government

Economics

a system of leaders and laws that
helps people live together

the way people use resources to
meet their needs

What is history?

history (n.)

an account of the past constructed from evidence.
This account of the past differs based on the author's point of view.

evidence (n.)

information or details from a source that can be used for a specific purpose

point of view (n.)

an opinion; a claim

A person's point of view can be shaped by evidence, life experience and motives, race, ethnicity, nationality, class, ideas, gender, and other factors.

CONFUSION CAUTION:

In **English class**, **point of view** refers to who the narrator is in a story. Historians use the term differently. In **History class**, an author's point of view is their **opinion about a specific topic**.

Geography

- “Where you live will determine how you live”
- Natural resources
- Cultural Diffusion (Trade, Travel, War)

The Five Themes of Geography



Learning about places is an important part of history and geography. **Geography** is the study of Earth's surface and the ways people use it.

When geographers study Earth, they often think about five main themes, or topics. Keep these themes in mind as you read. They will help you think like a geographer.



Location

Everything on Earth has its own **location**—the place where it can be found.



Place

Every place has physical and human characteristics, or features, that make it different from all other places. **Physical features** are formed by nature. **Human features** are created by people.

GEOGRAPHY



THEMES



Human-Environment Interactions

The environment may affect people, causing them to **adapt**, or adjust, to their surroundings.



Movement

Each day, people in different parts of our country and around the world exchange products and ideas.



Regions

Areas of Earth that share features that make them different from other areas are called **regions**. A region can be described by its physical features or its human features.

Five Themes of Geography

Tools to analyze geographic information given in photographs, charts, & maps

- Where people & places are on earth's surface
- An address (i.e. 167 River Lane)
- "Where is it?"

- Somewhere that can be described by its natural & human features
 - people, culture, language
 - Landforms, climates, animals
- "What is like?"

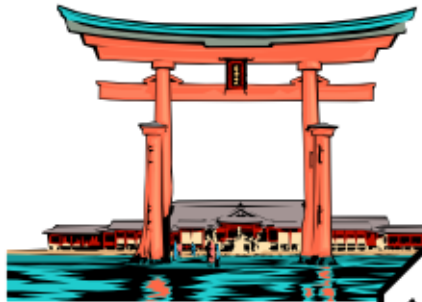
- An area that shares common features
- physical features
 - cultural traits
 - government

How & why do people, goods, & ideas move from place to place & results

How people adapt to & change the environment

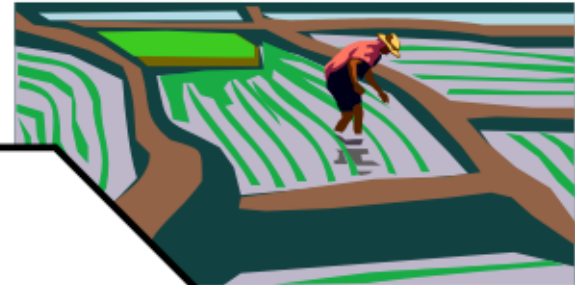
5 Themes of Geography: Japan

Torii Gate



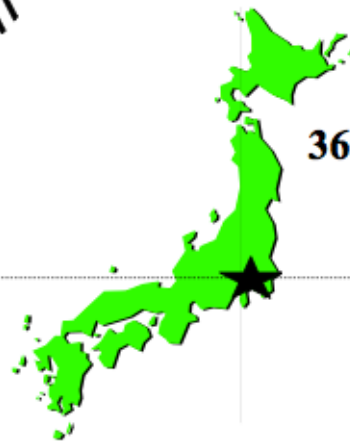
Place

Human Environment Interaction



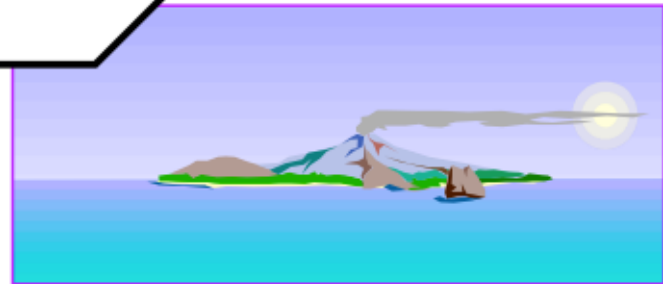
Rice Farming

Location



36°N, 140°E
Tokyo

Regions



Pacific Ring of Fire



Shinkansen

Movement

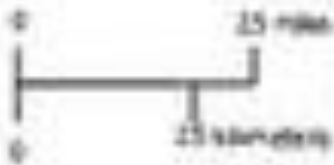
Kuropolitkin

Features of Maps

key



scale



compass



latitude



equator

longitude



prime meridian

- Title
- Compass Rose
- Colors/Symbols
- Key/Legend
- Scale
- Grid: Longitude/Latitude

Developing a Sense of Place...

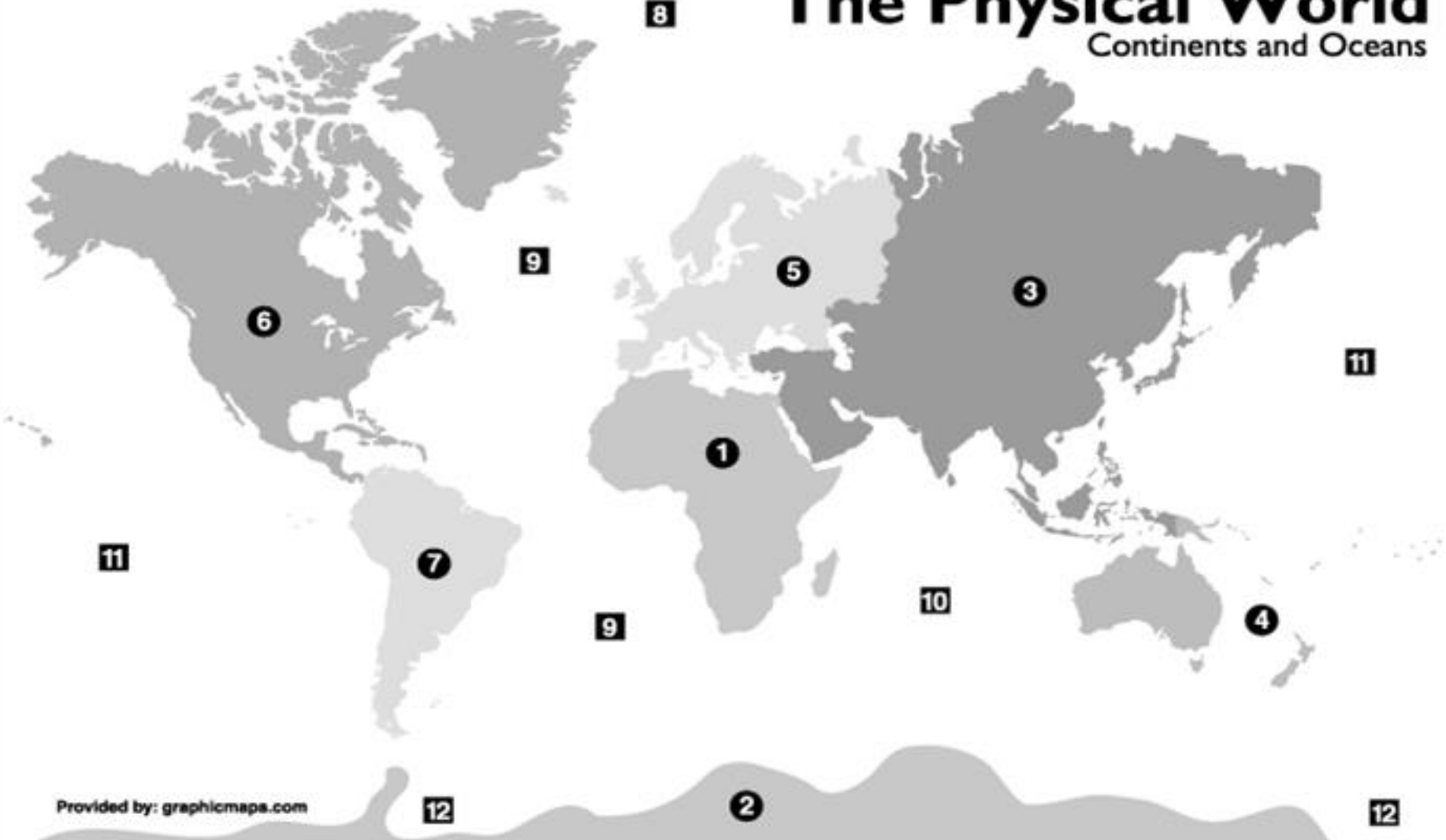
Continents & Oceans

- Geographers divided land masses of world into separate areas called **continents**
 - 7 continents in order of size: Asia, Africa, North America, South America, Antarctica, Europe, & Australia
- N. America, S. America, & part of Antarctica make up **Western Hemisphere**
- Asia, Africa, Europe, Australia, & part of Antarctica make up **Eastern Hemisphere**
- Most of Earth's surface is covered by water
 - **ocean**; extremely large body of salt water
 - 4 oceans: Atlantic, Pacific, Indian, Arctic



The Physical World

Continents and Oceans



Provided by: graphicmaps.com

Name the Continents

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 6 _____ |
| 2 _____ | 5 _____ | 7 _____ |
| 3 _____ | | |

Name the Oceans

- | | |
|----------|----------|
| 8 _____ | 11 _____ |
| 9 _____ | 12 _____ |
| 10 _____ | |

- North America
- Central America & West Indies
- South America
- Africa (North Africa, Sub-Saharan Africa)
- Europe
- Asia (Middle East-SW Asia, Northern Asia-Russia, Central Asia- Iran/India/China, East Asia or “Far East” - China/Korea/Japan, South Asia-India, SE Asia)

Methods of Social Studies

- **Primary Sources**

- First Hand Account written by the person who experienced the event
 - examples: diary, journal, autobiography

- **Secondary Sources**

- Account that was written by someone that did not witness the event
 - examples: textbook, biography
- Archaeology: study of past cultures (archaeologist)
 - Artifacts: man made objects such as tools, weapons
- Geographer- individual that studies the natural features of the Earth

PRIMARY SOURCE

Created during time of study

Sources: Primary Vs. Secondary

<https://www.youtube.com/watch?v=cqXHO7bTPnw>

SECONDARY SOURCE

Created after the fact

- anything written or recorded **at the time** an event/issue took place -“First hand” account

- Examples:

- Journals
- Diaries
- Letters
- Transcripts
- Legislation
- Carvings on Walls
- Ancient Scrolls
- Speeches
- Photographs/Art/film footages
- Poems
- Artifacts

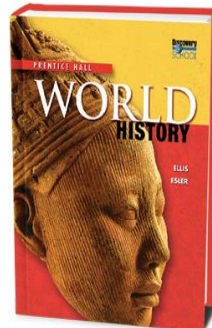


***Sources Can Be Misleading- Bias**

- anything written about an event/period/issue in history that was produced **after** that event has passed. Information is gathered from primary sources.

- Examples:

- History textbooks
- Encyclopedias
- Biographies
- Reference books
- Journal articles



History is an account of the past constructed from evidence. This account of the past differs based on the author's point of view.

source (n.) something historians use to learn about the past

Historians use two types of sources to gather evidence to write about the past:



Categorize

Primary Source	vs.	Secondary Source
materials <u>from the time period being studied</u>		a document created <u>based on primary sources</u> and the work of other authors
Example: <i>The Diary of Anne Frank</i> , a diary written by a young Jewish girl who hid from the Nazis during the Holocaust.		Example: An essay written in 2016 about the Neolithic Revolution that occurred in 10,000 B.C.E.

→ Directions: Based on the definitions above, identify each of the documents below as either “primary” or “secondary” and explain why you identified it as that type of source.

1. A **journal entry** written by Christopher Columbus describing his voyage across the Atlantic Ocean.

2. A **biography** of Napoleon Bonaparte (died in 1821) written by a historian in 2013.

3. A **textbook** chapter about World War I (1914-1919), written in 1996.

4. A **photograph** of your grandfather on his first day of school.

Circle one:

Circle one:

Circle one:

Circle one:

Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source
Why?		Why?		Why?		Why?	

5. Winston Churchill's **autobiography** about the first thirty years of his life which he wrote later in his life.

6. A **newspaper article** about the start of World War II, written the day after it started.

7. A **letter** from George Washington to Thomas Jefferson.

8. A **sword** that was made in 1317.

Circle one:

Circle one:

Circle one:

Circle one:

Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source	Primary Source	Secondary Source
Why?		Why?		Why?		Why?	

How to Analyze Sources

- Bias
- Point of View
- 'His'story
- HAPPY
- Sourcing

Sourcing

Before reading/viewing a Source, ask yourself:

- **Who** wrote/made it? P.O.V. → **Bias**
- **When** was it written/made? (**Historical Context**)
- **Where** was it written/made? (**Geographic Context**)
- **Why** was it written/made?
- (**Purpose** or **Agenda**)
- **For whom** was it written/made? (**Audience**)
- Is it reliable?
- Is it useful?

*All these questions/answers influence the creation of the source.

Source (v.)

the act of determining *who* created a document, *when* the document was created, *where* it was created and *why* it was created

CONFUSION CAUTION:

The word "source" is used to identify a historical document AND the process used to identify who created it and when, where, and why it was created.

So, you source (verb) a source (noun).

Example: *Matilda sourced the historical source by identifying that it was created in 1910 by the President of the United States.*

author (n.)

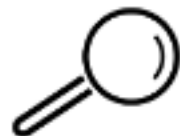
person or group who created a source

purpose (n.)

why something was created

audience (n.)

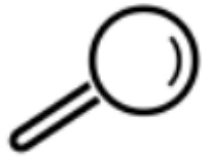
the person or group of people that a message is for



Source

Historians **source** a document to help them figure out the author's point of view and why they might have it. To source, historians ask themselves these questions whenever they investigate a source:

Who wrote this?	What do we know about the author ?	When was it written?	Where was it written?
What type of source is this?	Who was the intended audience ?	Why was it written? What was the author's purpose ?	What is the author's point of view ?



Source

How can using source information strengthen a claim?

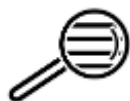
A claim is only as strong as the evidence that supports it, so you have to prove how good your evidence is by introducing it using **source information**.

Source information includes:

- the author of the document
- information about the author and their point of view
- where, when, and why the document was created
- the purpose of the document
- the audience for the document
- whether or not the evidence is reliable

Close Read (v.)

the act of reading a source to identify the author's claim(s) or point of view and how they are making it



Close Read

When close reading, we try to answer questions like:

What **claims** does the author make?

What **evidence** does the author use?

What **language** (words, phrases, images, symbols) does the author use to persuade the document's audience?

How does the document's **language** indicate the author's **point of view**?

Close Reading Practice

→ Directions: Read the passage below, then answer the close reading questions on the right.

1 Home-cooked food is healthier than fast food.
2 According to a recent study by the Palo Alto Medical
3 Foundation, fast food burgers have on average 71
4 calories per ounce compared to homemade burgers that
5 contains 67 calories per ounce. That means that a fast
6 food quarter pound burger (4 oz.), has sixteen more
7 calories than the same burger made at home. Those
8 added calories could lead to weight gain, which can be
9 bad for one's health. In addition, in a 2005 study, Dr.
10 Harold Haines states "people who eat fast food meals
11 more than twice a week gain about 9.92 pounds and are
12 more likely to get diabetes than people who eat home
13 cooked meals (2)." The more fast food you eat, the more
14 overweight you will be, and the more likely it is that you
15 will have health problems like heart disease, or diabetes
16 which can prevent you from living an enjoyable and long
17 life with your loved ones.

1. What claim does the author make about home-cooked food?

2. What evidence does the author use to support his/her claim?

3. In addition to evidence, how does the author try to persuade the reader in lines 13 through 17?

How to Analyze a Document

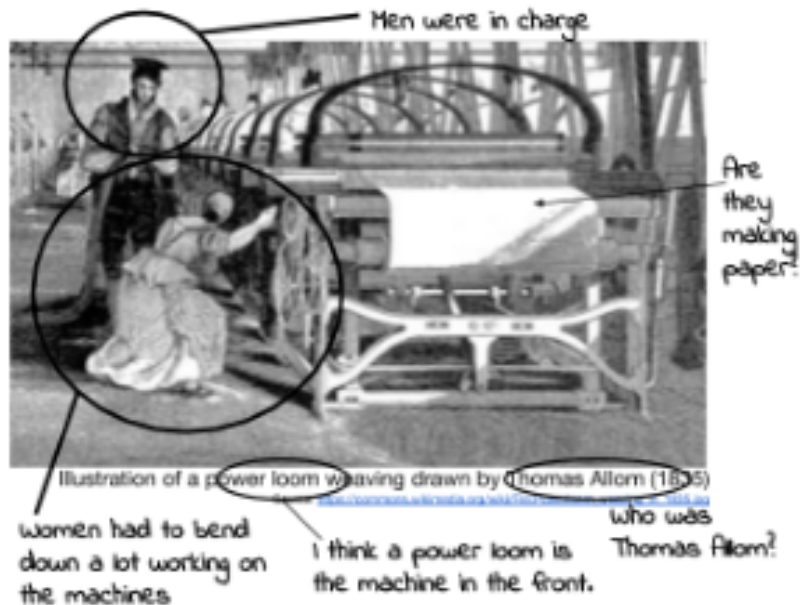
- H= Historical Context
 - A= Audience
 - P= Purpose
 - P= Point of View
 - Y= Why
- Year? What was happening at the time document was written?
 - For whom was the document created, & how might this affect the reliability or accuracy of the document?
 - WHY or FOR WHAT REASON was the source produced? What was the author's GOAL in writing it?
 - Can you identify an important aspect of WHO the author is, & explain HOW this might have impacted what they wrote? Can you identify an influence that shaped the author or source, & EXPLAIN HOW THAT INFLUENCE specifically affected the document's content?
 - Why does this document help you answer your question? How does the document impact/shape/reflect popular arguments on the subject? • What are the limitations of the document?



Annotate (v.)

the act of using symbols and notes to show what you are thinking while you read. When you annotate, you interact with the source by underlining sections of the text, circling words, phrases, or images, and writing notes to yourself in the margins.

Example annotation of an image:



Example annotation of text:

why did Peter the Great want to westernize his country?

To make something "up to date"

The process of becoming more like western European countries

Peter the Great's reforms to modernize and westernize Russia

were expensive. To pay for his new programs, Peter adopted an economic system that was popular in Western Europe called mercantilism. In mercantilism, a country uses its colonies to increase the amount of gold and silver in its treasury.

where a gov't keeps its money

What is Bias?

- Bias is an inclination or mental leaning for or against something, which prevents impartial judgment.



Tips for News Accuracy & Detecting Bias

- Acknowledge it is a confusing environment w/ a lot of information
- Ask Questions about the source
 - Become a **critical reader**
 - **Who is the author? What's their agenda?**
- Understand manipulation
 - the more something evokes an emotional reaction, the more you should be skeptical
 - Key words to look out for "*I think, I feel angry, extraordinary*"
- Research other sources' take



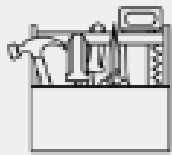


Writing Toolbox: Helpful Words and Phrases for Writing and Speaking in Social Studies

To explain and evaluate **what happened** in history, **how it happened**, **why it happened**, and **why it matters**, writers in social studies need some tools in their writer's toolbox.

The lists of helpful words and phrases below are a reference for writers who are looking for ways to **connect** and **elaborate** on their thoughts. There are many more words and phrases like the ones below. These are just some of the most common.

Describe WHEN Events Happened	Describe WHERE Events Happened	Describe HOW Events Happened	Add Information and Examples
after ago as soon as at before by during eventually first, second... for from...to... in later meanwhile on once since then until when while	at around between by from further in near nearby next to north, south, east, west on	across from into onto out of through to towards	additionally and also for example furthermore in addition like likewise moreover such as too
Words and Phrases to CONNECT CAUSE and EFFECT	Words and Phrases to CHANGE DIRECTION	Words and Phrases to COMPARE	Words and Phrases to Explain WHY
as a result for this reason so therefore this led to	although but even though however instead nevertheless on the other hand or rather while though yet	<u>To show similarities</u> are the same because... are similar because... correspondingly have in common likewise similarly <u>To show differences</u> as compared to but compared to however in contrast unlike on the other hand rather than	because if...then in order to since



Writing Toolbox: Power Conjunctions

To explain and evaluate **what happened** in history, **how it happened**, **why it happened**, and **why it matters**, writers in social studies need some tools in their writer's toolbox.

Six conjunctions, linking words, are especially helpful for writers in social studies: **but**, **because**, **so**, **however**, **therefore**, and **since**.

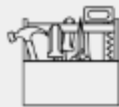
Purpose	Conjunction	Example
Explain Why	because	New York is an interesting city because it has many diverse restaurants and museums.
	since	<i>New York is an interesting city since it has many diverse restaurants and museums.</i>
Change of Direction	but	New York is an interesting city, but the traffic can be terrible.
	however	<i>New York is an interesting city, however the traffic can be terrible.</i>
Connect Cause and Effect	so	New York is an interesting city, so many tourists visit each year.
	therefore	<i>New York is an interesting city, therefore many tourists visit each year.</i>



Writing Toolbox: Subordinating Conjunctions

Subordinating conjunctions are words and phrases that **transition between two ideas in a sentence** and express **time, place, and cause and effect**, all important skills for writers in social studies.

Subordinating Conjunctions	Examples
after	Although nomads had more leisure time, those who settled down as farmers had more reliable food sources.
although	
before	While the author supports the Crusaders, it is clear that he is biased because he is the Pope.
even though	
if	Even though Dr. Smith believes that the Black Death had overall positive effects, many historians think the impact was mostly negative.
since	
when	After World War I ended, the Germans were blamed for the war.
whenever	
while	Since the King has so much wealth and power, the people blamed him for their poverty.
unless	



Writing Toolbox: Connecting Cause and Effect

To explain and evaluate **what happened** in history, **how it happened**, **why it happened**, and **why it matters**, writers in social studies need some tools in their writer's toolbox.

The banks of words and phrases below can help explain to readers the connections between events and why they happened the way they did.

Words and Phrases to CONNECT CAUSE and EFFECT	Words and Phrases to Explain WHY
as a result	because
for this reason	if...then
so	in order to
therefore	since
this led to...because	so

Example sentences:

Non-Historical Examples	Historical Examples
I bought an umbrella because it was raining out.	Since Islamic empires were expanding to the point of threatening Constantinople, the emperor of the Byzantine Empire requested assistance from Pope Urban II, so he made the speech to rally troops.
It was raining outside, so I bought an umbrella.	Smallpox, a deadly disease brought to the Americas by Europeans and described in document 1 killed 90% of the Native Americans in North and South America. As a result , Europeans had an easier time colonizing the area than they would have had there been no disease.
It was raining outside. Therefore , I bought an umbrella.	Winthrop, in document 2 even mentions that the Native Americans "are near all dead of the smallpox" which made it possible for the colonists to take the land they once used.
As a result of the rain outside, I bought an umbrella.	The desire to keep a British Empire, as evidenced in Document 1 led to some improvements in India as Marriott discusses in Document 2.
I bought an umbrella as a result of the rain.	
It was raining outside. For this reason I bought an umbrella.	
The rain outside led to the purchase of an umbrella because I did not want to get wet.	
Since it was raining outside, I bought an umbrella.	